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Documents reviewed were descriptions of the functions of student personnel programs rather than assessment of their effects. Six areas of responsibility (orientation, appraisal, counseling and guidance, activities, regulations, and services) were generally accepted, with overall program administration constituting a possible additional area. More analytical examination of effects are needed. (MC)

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STUDENT PERSONNEL SERVICES IN THE JUNIOR COLLEGE

Since junior colleges by and large subscribe to the open-door philosophy, they have more diversified student bodies (in terms of age differences, academic interests and abilities, etc.) than any other level of education. The administration, faculty, and governing board must necessarily concern themselves with creating and rejuvenating effective student personnel programs if the junior college mission is to be realized.

This issue of the *Junior College Research Review* includes documents that have been received by the ERIC Clearinghouse for Junior College Information and announced in *Research in Education*. All documents cited in the bibliography may be obtained from EDRS, as explained on page four. It should be noted that most of the ERIC documents pertaining to student personnel services have been processed by the ERIC Clearinghouse on Counseling and Personnel Services (University of Michigan, Ann Arbor, Michigan 48104); readers of this *Review* should consult indexes to *Research in Education* and/or write to the counseling and personnel clearinghouse for other materials.

Within the above limitations, the purpose of this *Review* is to present an overview of only those documents received at The Junior College Clearinghouse concerning student personnel services at the junior college level.

REVIEW

Almost without exception, the Clearinghouse documents pertaining to junior college student personnel work are more descriptive than analytical; most are attempts to describe the *functions* of a student personnel program — not the *effects*.

Regarding functions *per se*, a disparity of opinion is reflected in the documents cited herein. One writer advocates no less than 35 functions (ED 012 608); another lists only 12 (ED 022 460). It is generally accepted that a comprehensive student personnel program should include at least these six areas of responsibility: orientation, appraisal, counseling and advising, activities, regulations, and services. The overall administration of the program could be considered an additional area (ED 011 459, ED 013 065, ED 013 636, ED 013 637).

One of the more extensive studies was prepared in 1965 by the Committee on Appraisal and Development of Junior College Student Personnel Programs (a project funded by the Carnegie Corporation). The original report (ED 013 065) is also available in a shorter "reader's version" (ED 011 459). T. R. McConnell, chairman of the committee, states in the preface:

> Now the community college is rapidly becoming the great distributive agency in American education. Here the student can make a fuller and perhaps more accurate inventory of his characteristics; test his aptitudes and interests in the classroom, in the laboratory, or in work-study programs. Here he can revise his vocational and educational plans by bringing them more nearly in line with his reasonable expectations. Here he can establish his identity and at least begin to attain the independence that characterizes individuality and adulthood. The Committee on Appraisal and Development of Junior College Student Personnel Programs believes that the student is likely to do these things effectively only if the college recognizes the process of self-discovery as one of its principal purposes, and if the institution's personnel services are adequate in scope and quality to give the student necessary assistance.

Hence, an effective junior college student personnel program cannot be a replica of an effective secondary or university student personnel program, or even one of another junior college, if it hopes to adequately meet the needs of its own individual students.

ORIENTATION

Before a person can effectively assume the role of a junior college student, he must learn of the existence of the institution, the layout of its physical facilities, and the academic or vocational goal for which it will prepare him. In consequence, the orientation program begins with the dissemination of pre-college information — probably through secondary school counselors.

In a publication edited by Maclean and Washington (ED 025 265), it is noted that a desirable orientation program should include: (1) pre-enrollment interviews, probably during the term before the student's registration, at which time the student meets with a counselor to discuss matters of importance to both, such as the finalization of registration, (2) fall assembly, opening with a coffee hour followed by office visits, open house at the library, laboratories, gymnasium, and a luncheon (in addition to a formal presentation period that includes a preview of the voluntary orientation program), and (3) a voluntary orientation course in which counselors, skilled in group techniques, meet with groups of students once a week to discuss topics originating from the group. Many of the responsibilities in an orientation program could be delegated to sophomore advisers under the leadership of a student personnel staff member. It is suggested that other faculty members and representatives from the community could serve as resource agents for the voluntary orientation program.

Fulco, Nevins, and Shoulders observe that three basic trends in the philosophy and goals of orientation programs are discernible from their review of the literature (1960-67): (1) a shift in emphasis toward more academic-intellectual goals instead of toward making the students "feel at home;" (2) the use of small groups as an integral part of the orientation program; and (3) short-term summer orientation programs to simplify fall registration and reduce confusion among new students. The direction of future orientation programs is difficult to predict at this time.

APPRAISAL

The appraisal function of student personnel services includes the maintenance of records, the measurement of student characteristics and academic growth, the evaluation of students for admission and placement purposes, and the assessment of students' health (ED 011 459). Raines (ED 013 636) points out that "'. . . Records for records sake' represent a sheer waste of staff energy;" he urges effective use of all data. He states that the kind of information collected must be determined by the staff members who will be using it. Contending that the professional counselor should be able to give junior college students *realistic* alternatives to their sometimes less-than-realistic aspirations, Raines adds that such assistance "will not emerge from records limited to a high school transcript and to a hastily completed admissions form nor will it spring forth from an extensive but jumbled mass of seemingly unrelated data."

Granted that applicant appraisal is a necessary function of the junior college student personnel program, what instruments should be used? From their review of the literature, Aiken and Killan (ED 025 265) report that most junior colleges use standardized tests before or immediately after the freshman enters college; that 66 per cent of the colleges in one survey use general ability tests yielding verbal and quantitative scores for guidance purposes; that more than 30 per cent use tests from outside agencies (such as ACT and statewide test programs); and that interest inventories are used in more than half the junior colleges. In conclusion, Aiken and Killan cite several needs in the areas of student appraisal, including (1) the development of norms and of tests designed specifically for the junior college; (2) the development of tests to help students differentiate between the broader curriculums; and (3) the need for more awareness and identification of student values and attitudes.

COUNSELING AND ADVISING

Guidance and counseling are functions that permeate student personnel work. Included in this area are (1) the counseling of students on such matters as personal values, attitudes, interests and abilities, phases of decision making, and vocational plans, (2) the advisement of students about the selection of courses, occupational prerequisites, transfer requirements, study habits, academic progress, and availability of resource agencies, and (3) the consultation with prospective students on educational and occupational services of the institution, as well as on the interpretation of tests and other data (ED 011 459).

An earlier issue of the *Research Review* (September 1968) focused on this aspect of student personnel work and cited practices at five junior colleges in the country (ED 024 368).

ACTIVITIES

Student activities, including social, cultural, and self-government (ED 011 459), must be tempered to certain basic characteristics of the junior college student, as outlined by Raines (ED 013 636):

> The majority of the students hold a highly transitory affiliation with the college and this sense of temporariness conditions their involvement in campus life. Continuity of student leadership is highly tenuous and there are no seasoned upper classmen to provide stability to activities or to perpetuate traditions.
>
> Students who respond most readily to a program of *organized* activities in this setting are usually found among the "collegiate minded" students under 21. At the same time, certain informed and more spontaneous activities will attract some part-time, some adults, some evening, and some married students.

Raines adds that the activities program "must be conceptualized in terms of a variety of important sub-groups within the population."

REGULATIONS

The Carnegie study (ED 011 459) lists the following as regulatory functions: student registration, academic regulation, and social regulation. Student registration — including data processing, the recording of instructors' grades, the providing of transcripts — should, according to this report, be done by the registrar, "but under the supervision of the Chief administrator of student personnel." Academic regulation, it is further maintained, involves the enforcement of probation policies, evaluation of graduation eligibility, and other semi-punitive duties such as processing cases of student infraction of college rules and regulations. The moral and ethical conduct of students falls within the social regulation phase of student personnel work.

SERVICES

Financial aid and graduate placement should be two of the major services within the junior college student personnel program (ED 011 459). Student personnel workers therefore must be involved with student loans, scholarships, part-time jobs, and federal grants. As phrased by Raines: "Even though the cost of attending a community college is usually held to a minimum both by its tuition policy and by its commuter accessibility, many students who attend have very limited financial resources" (ED 013 636).

A comprehensive investigation of the placement function was made by Mohs in conjunction with AAJC's Commission on Student Personnel (ED 014 968). Descriptions of personnel duties and qualifications, types of operational procedures, a collection of typical placement-office forms, sample policy statements, and a reading list are included in this booklet. The author states: "Placement is the capstone of all the advisory services provided the student through his school life and is the culminating and final service within the province of the college."

ADMINISTRATION

Organizationally, the student personnel program should provide for (1) program articulation between high schools, the junior college, and senior colleges, as well as open lines of communication with industrial and commercial enterprises within the community, (2) in-service education for student personnel staff, (3) program evaluation by means of follow-up studies and by student assessments, and (4) adequate staffing, housing, and financing in relation to the college's total mission (ED 011 459). Aiken and Killan (ED 025 265) point out that the function of evaluation must be developed within the staff of the college. This, they write, can be done as follows: "(1) state the purposes of the program — best with faculty and student help; (2) establish the criteria by which the success of the program will be judged; and (3) apply the criteria and interpret the evidence that accumulates . . . ."

RESEARCH NEEDS

Hoyt (ED 013 065) finds three types of needed student personnel research: (1) descriptive studies, including assessment of local labor market and employment conditions; the production of measurement devices suitable for describing the junior college environment; the creation of a comprehensive profile of the entering student at each junior college; the description of activities and the amount of time devoted to each by student personnel staff members; the description of student personnel workers' characteristics; and the description of the process of college selection by junior college students; (2) correlational studies, including factors relating to prestige ratings of various curriculums, faculty acceptance of student personnel workers, student success in given programs, personal and experiential characteristics relating to effectiveness of student personnel functions, and consequences of various student-counselor ratios; and (3) experimental studies, including ways to upgrade the prestige of educational-vocational counseling, to assess the impact of contrived patterns of experience upon value development, and to develop communication patterns between student personnel workers and faculty advisors. Less traditional (but more economical) procedures for contacting students, and student personnel services in terms of stated goals, must be evaluated.

The expected outcomes of such research efforts would be more analytical information on student personnel services and closer examination of the *effects* rather than the *functions* of student personnel programs. Such are the tasks facing student personnel workers in their quest for more effective service.

Michael R. Capper
and Dale Gaddy

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